

Globalisation: Managing Knowledge-Based Development

Professional paper

UDC 339.97+658.3:37

KEY WORDS: *globalisation, management, education, knowledge*

ABSTRACT - *Globalisation, in the context of economy, is a process that shortens or even eliminates obstacles in an international economic exchange and enhances the economic integration of countries. There are various aspects of globalisation, e.g. economic, social, educational, cultural, political, ecological, etc., which are manifested in all areas of a modern human life. This paper will examine the effect globalisation has on the role of management and its importance on developing human potential, as a key factor of the knowledge-based economy growth and accompanying competencies. Knowledge is the basic developing resource of the 21st century and is crucial for every economy, especially for the economy of transition countries such as Croatia. The knowledge economy and the role of management in development, knowledge, innovation, creativity, and career are key factors of economic development and are crucial for the application of its strategy in human potential development. The knowledge economy and management require new knowledge, skills, abilities, talents and an organisation where knowledge is a factor of development. The most important characteristic of the knowledge-based economy is its use of knowledge, both as input and output.*

Strokovni članek

UDK 339.97+658.3:37

KLJUČNE BESEDE: *globalizacija, menedžment, izobraževanje, znanje*

POVZETEK - *Globalizacija v ekonomskem smislu je proces, s katerim se zmanjšujejo ali odpravljajo ovire v mednarodni gospodarski izmenjavi in se povečuje gospodarsko povezovanje med državami. Obstajajo številni in raznoliki vidiki globalizacije (gospodarski, socialni, izobraževalni, kulturni, politični, okoljski ...) in odražajo se na vseh področjih življenja in delovanja sodobnega človeka. V tem članku si bomo ogledali njen vpliv na pomen in vlogo menedžmenta pri razvoju človeških virov kot ključnega dejavnika gospodarskega razvoja, ki temelji na znanju in njegovih pristožnostih. Znanje je temeljni vir razvoja v 21. stoletju, je ključnega pomena za vsako gospodarstvo, zlasti v tranzicijskih državah, kot je npr. Hrvaška. Ekonomika znanja in vloga menedžmenta pri razvoju znanja, inovativnosti, ustvarjalnosti in kariere sta nedvomno ključna dejavnika za gospodarski razvoj in uporabo te strategije pri razvoju človeškega potenciala. V ekonomiki znanja tudi menedžment potrebuje novo znanje, spretnosti, sposobnosti, veščine in organizacijo, v kateri je znanje najpomembnejši dejavnik razvoja. Osnovna značilnost ekonomije, zasnovane na znanju, je, da ga uporablja kot input in output.*

1 Introduction

Globalisation and its effect on the life and work of man is an extremely complex social and economic question. Globalisation has its own history, mission, vision and development strategy as an economic activity that affects management – the intellectual capital, its knowledge, abilities and practices. As a process of connecting and creating global companies, in the economic sense, globalisation is a process that enables an exchange and increase of economic integration between countries. As a phenomenon with various and, sometimes disputable, interpretations, globalisation may be understood as expanding, deepening and accelerating global interdependence in all the forms of modern social life. It presents relations and connections beyond boundaries and distance.

Consequently, there is a growing need for a different approach to economy, knowledge and education. The individual has begun to lose dignity to collective and the collective is gaining importance because the globalisation matrix is configured to follow an “unfamiliar necessity.” Jean Ziegler’s perception seems right when claiming that the reality of a globalised world is made up of a string of islands possessing advancement and wealth while swimming in the ocean of the people’s agony (Ziegler, 2007, p. 31).

In that ocean, economy, education, management (intellectual capital) and the position of knowledge play a certain role that has to be developed systematically and incorporated in the economic course of globalisation, as well as the life and work of people. The effects globalisation has on them are ambiguous. For example, the primary goal of foreign investments, which result in employing the local population, is actually their own profit. New workplaces come second. Even though there is a mutual benefit, the origin of the intention is utilitarian, which means that one side will lose.

It is beyond any doubt that the globalisation processes affect education. The basic question is “how”. There are numerous answers and they vary with regard to the type of the problem related to globalisation and economics education. This paper is aimed at pointing out a necessity to introduce changes in acquiring and developing management knowledge – the intellectual capital.

2 Globalisation and Education

Globalisation is every action directed at understanding the world as a unity and as a process that occurs beyond national borders. It is a consequence of the scientific progress, modern technology, market economy, global migrations, communication and the media. There are various aspects, i.e. dimensions of globalisation and they are reflected in all the areas of modern human life, as follows:

- historical dimension of globalisation,
- economic dimension of globalisation,
- social dimension of globalisation,
- cultural dimension of globalisation,
- political dimension of globalisation,
- ecological dimension of globalisation,
- informational dimension of education,
- communicational dimension of education, and
- educational dimension of globalisation.

The first and the most important aspect is the economic one. The global view discovers that there are injustice and great differences among people. Globalisation has decreased the feeling of isolation that has captured the majority of the developing countries’ population and given them access to knowledge (Stiglitz, 2002). Such interpretation may be confirmed by Manuel Castells who claims that globalisation is the possibility of reacting in a moment from a distance; hence, information may be

accessed at any time (Castells, 1996). Moreover, the overall educational process may be started and finished without actually attending classes, which makes a greater difference for increased access to education than for the actual face-to-face interaction.

The effect of globalisation on education has not been analytically and critically structured. It has been approached through research but pragmatically and less scientifically. The global process has created a modern society where research, knowledge, skills, management, teamwork and cooperation guarantee participation in the globalisation process. At the same time, this process changed knowledge boundaries and caused the emersion of professional and specialised education, whereas the business and educational policy follow principles where education meets the needs of a nation's economy and is specialised for specific professions. Moreover, it also causes many problems between the individual and the society, in educational possibilities, economical possibilities for education abroad, etc. These consequences are emphasised when considering the problems of the link between the labor market and education.

The globalisation process, no matter how defined, causes great changes in all the parts of the modern society, human life and higher education. The global and local economic crisis, great financial deficits and public debt force the authorities to seek solutions in the privatisation of higher education, or its parts, in order to decrease its public expense. This process has had various, often unpredictable, social consequences for universities and faculties, the student population and their tax-paying parents and citizens; ultimately, it affected the economic and social development of communities (Čavrak, 2013, p. 2).

Educational science is going through a catharsis: between glorifying and denying, crisis and expansion, with a paradox between the theory and practice (Hrvatić, 2008). In a world that is structurally homogenising, education and nurturing gain top priority, as the known pedagogical maxim says; it is insufficient to teach, one must unteach, and that is the hardest part. Global education requires a change in how knowledge is implemented, and the way lifelong learning is perceived, as well as it needs a different creative, programmed, project-like approach between the student and the teacher.

Education is interpreted as a meaningful factor of economic, social and overall human development. Global education means improvement and knowledge advancement for people, countries, cultures and customs; learning about issues common to the world and ways of solving them; foreign language learning and creating new viewpoints that increase the tolerance level. Education without human participation, goals for their activities and a development strategy in the global educational (European) context has no desired effect. Education is the creator, the maker, the engine for the development of global education that must be embedded into the national education system.

2.1 The Effects of Globalisation

To analyse the role of education in conditions created by globalization is a complex task that includes looking into many issues. Globalization, as a growing degree of inter-independence in the global economy, gains force through increased mobility of information, people, capital and services. Education, as an investment in the human

capital helps deliver adequate decisions that may decrease negative influences of globalization in national economies.

Modern education rests on the methodology of learning how to learn, the need for expanding general knowledge at all levels and the increase in updated professional knowledge. It is of vital importance to apply an interdisciplinary approach when creating curricula in order to establish equilibrium between student preferences and the actual needs of the labor market. The classic educational technology and didactics need to be replaced with new, more appropriate and specialised information technologies. The economic studies' curriculum in Croatia has to dedicate more attention to theoretical aspects of economic development and its infrastructural parts, all based on the theory of sustainable development (Jakšić, 2013).

Croatian faculties and university departments of economics organised a common scientific conference entitled "Economic Education in Croatia – Yesterday, Today, and Tomorrow", which reached following conclusions:

- Economics education in Croatia is provided by several faculties of economics that are integral part of Croatian universities in the scope of public education in the field of economics in a university vertical and through several business schools as private education in a professional vertical. This generates new issues and challenges for faculties of economics; how to preserve a university level, quality and the dignity of economics as a science, and answer the challenge of the global competition of the private economics education as a business?
- The new economy and globalisation systematically cause various social and cultural changes where the (multinational) companies are prime participants and they effect the position of national economies.
- In the given context, it is crucial to make moves in management education and provide it with the highest quality methods. It is an imperative of the contemporary educational process, and the economic dimension is the key. Knowledge and skills, talents and abilities as the intellectual capital are an obligation when it comes to development and stability in the global world which uses knowledge creatively, dynamically and innovatively.
- At the beginning of the 21st century, modern societies work in a socioeconomic context shaped by three basic factors: (1) globalisation of economic relations, (2) the effect of the sci-tech revolution and (3) computerised society.
- The economic vitality is a new indicator that is used for evaluating the vitality of national economies.

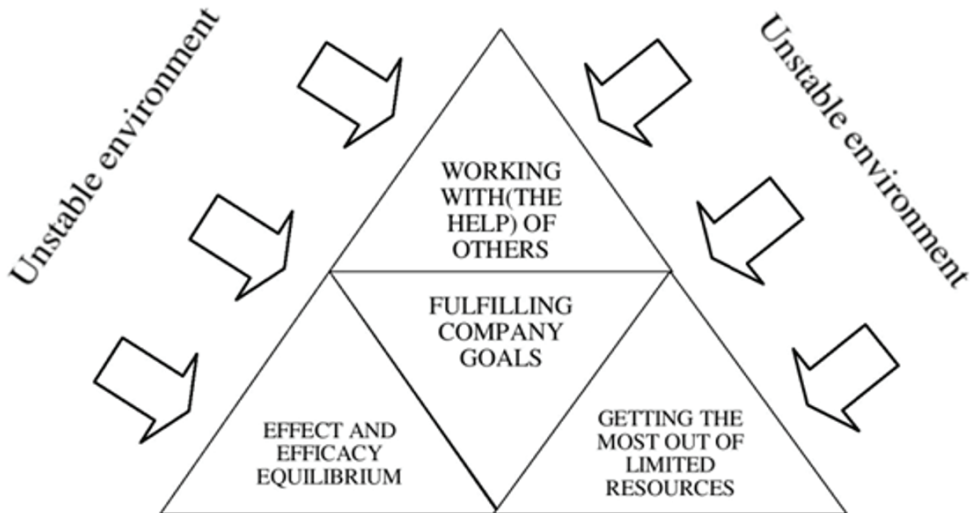
2.2 Management - the Key Development Factor

All the organizations and fields of human labour include managers that use their work strategy and overall human potential to assure and accomplish their organisation's development. Management is a complex term whose sole definition announces semantic and content problems (Buble, 2006, p. 2-5). However, this paper will not look into those issues. Management is an extremely complex and demanding process that enables organisations to be efficient and successful, which results in competi-

ve advantage. As other scientific disciplines, management was developed in practice, through practical economic endeavours (Kramar Zupan, 2009, p. 17).

Even though elements of management may be traced to the antique times, they are systematically developed and perfected in the world of global economic development. Management is the product and pillar of building and developing the industrial and post-industrial society. If the emphasis is on skills, management may then be defined as a skill of achieving certain effect created by others. Consequently, management may be defined as a group of people that connects human and material resources, and directs actions to increase efficiency. As any other practice, management is an art and a science that consists of knowledge, abilities, skills and systematically developed competencies. These activities include planning, organising, managing and controlling (Sikavica, 1994, p. 120).

Picture 1: Key aspects of the managerial process



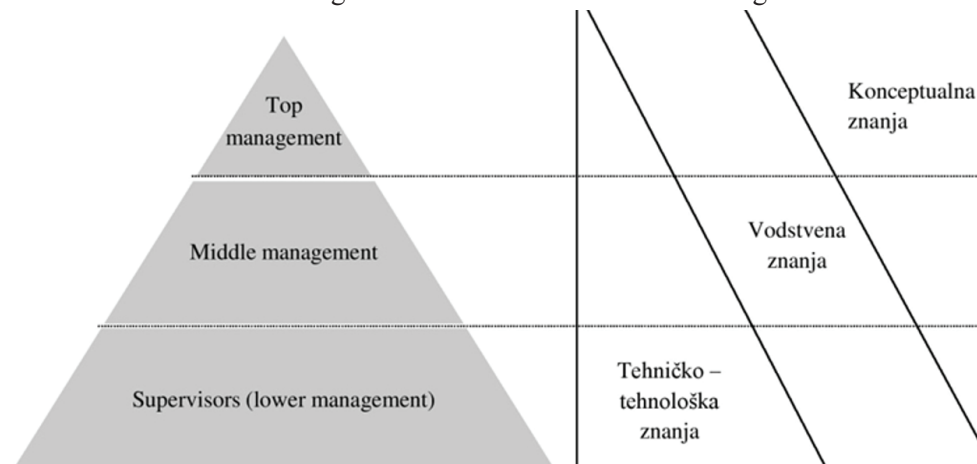
Source: Buble (2006, p. 4).

Work done by the management originates in several characteristics that have an exceptional meaning in today's new global economy. In order for managers to be successful, it is necessary that they possess certain skills and knowledge, meaning that their personality is not enough (Bahtijarević-Šiber et al., 2008, p. 3). A manager's job is specific and differs from others. Peter Ducker, one of the most distinguished authors in the field of management, considers it to be perhaps the most important innovation of the 20th century that changed our lives. Today, there are many educational institutions that teach and look into management as well as educate future managers, e.g. the School of Business and Management in Novo mesto.

Both in theory and practice, at each organisation, company or institution, the management has several levels, meaning that the structure of management itself is in no way one dimensional or transparent. Both theory and practice propose various catego-

rical divisions of management that depend on the size of the company, environment, culture, practice and ethics. The most common one divides it into three hierarchical levels.

Picture 2: The level of management and the structure of knowledge and skills



Source: Certo, S. C. (1992). *Modern Management*. Pearson: Allyn and Bacon.

Most authors on management agree that the basic principles of its functioning include planning, organising, running and control. Each field of work demands a specific methodology that is visible in managerial and organisational plans and programmes. While practicing the managerial function, one does not use knowledge, time and skills equally nor with each function. Managers at the top tend to spend more time on planning and organising, in comparison to those at lower levels, who spend more time on providing guidelines. Interestingly, there are small variations in the amount of time spent on controlling by all the managerial levels.

The basic success factors of a modern company are:

- information,
- communication,
- knowledge and
- managing (Zekić, 2000, p. 40).

Each of the aforementioned factors requires special attention. Information is the constitutive element of a company and is a measure unit of order, organisation and a work source. Communication, i.e. exchange of information, is the way companies function and is a precondition for successful management. Knowledge is the creator of value.

2.3 Knowledge as a Factor of Economic Development

The global economy of the 21st century is characterised by swift and often unpredictable changes. Knowledge is the key strategic driver of development. Individuals, companies and states that invest in, use and evaluate knowledge, become global

winners. Vice versa, those that marginalise knowledge get left behind and, consequently, lose the global race (Dragičević, 2002, p.5). Understanding the process is of vital importance for Croatia, whose economic and overall social development from the strategic point of view has to be based on faster growth rates.

The most important feature of the knowledge-based economy is the use of knowledge as an input and an output. This dominant notion of knowledge as the driver of progress establishes a new paradigm: the knowledge-based economy or the new economy. Even though there are no formulas or models for a state to create a developmental environment based on knowledge, the state plays an important role in encouraging creativity and taking risks in production and knowledge promotion, demanded by principles of entrepreneurship.

Information, as a crucial resource for successful functioning of a company, requires knowledge for its understanding and use. Knowledge is an agent and a transformer in converting information to new forms and content, new knowledge, new technologies and, finally, new products. The classical notion of a production worker is transforming, changing it to an information worker, where information and knowledge are his tools. Knowledge and the creative process are becoming the creators of value, products and, ultimately, the company itself. Knowledge, the substance that enables creativity and innovation and the cause of change for more quality work with increased efficiency, becomes the only permanent source of a company's existence in the market. The main initiative for the creation of the new knowledge comes from personal engagement of each employee and their readiness and motivation level for personal identification with the company's goals. It is a systematic process that includes the entrepreneurial role and the responsibility of the management. Knowledge is dynamic because it originates in complex social interaction between individuals and organisations. This paper recognises organisations as systems that deal with principles, methods and techniques of gathering, storing and sharing knowledge within the organisation and society. Knowledge is presented through those who have the responsibility.

Management, as the new technology that uses available resources, transforms a classic company into a modern entrepreneurial company (Zekić, 200, p.44). This management needs to develop its own knowledge and managerial skills and include the processes of; goal planning, activities and resource organisation, managing human resources, human potential coordination and controlling.

Managing companies in the modern and unstable global environment has to be active, flexible and knowledge-based. A manager must think and act as an entrepreneur. The development of modern technology, especially the emergence of sophisticated technologies shows that success of a company depends more on people, their knowledge and creativity, loyalty to its goals, initiative and entrepreneurial behaviour. Efficient guidance and human resource utilisation are the factors that dictate the success of a company in the modern global environment.

2.4 The Structure and Organisation of Knowledge

Knowledge is a system or a logical overview of the facts and generalisations about the objective reality that a man has acquired and kept permanently in his consciousness. Human knowledge needs to connect knowledge of the facts and generalisations in a unique logical sequence. It is for that reason that this paper defines knowledge as a logical overview of acquired facts and generalisations. Knowledge may vary in quality, which depends on the level of acquisition of facts and generalisations (Rosić, 2008, p.9).

There are several degrees/levels of knowledge depending on its quality:

- remembering knowledge,
- recognising knowledge,
- reproducing knowledge,
- applying knowledge,
- creating knowledge.

It is understandable that the 21st century management has to possess a synthesis of all the levels of knowledge because the process of acquiring them is one that lasts for a lifetime and enables the management to develop. Within the knowledge structure and the organisation of management, there are differences in:

- specific knowledge (knowledge of a subject, area field of expertise),
- methodological knowledge (knowledge about the use of a specific knowledge),
- consequential knowledge (knowledge of experience, decision-making and risks),
- discourse knowledge (knowledge of communication, leading, dialogue) (Rosić, 2008, p. 10).

Knowledge is the human managerial capital, a developmental achievement of management, which is created by the learning process and practice as a logical reaction to challenging situations. Knowledge is created and transmitted through skills and abilities. It is productive only if used with the goal of creating new value. Unlike materials that are dispensable when used, the usage of knowledge makes it expand, develop and multiply.

The structure and organisation of knowledge changes under the influence of three components that define it:

- cognitive,
- communicational, and
- informational.

In order for management to be efficient, it has to possess broadness in knowledge not only by applying vertical and horizontal structures, but also by ensuring simple application of the specific knowledge in various fields, its connection to the knowledge of other scientific and professional fields. Therefore, the knowledge must include an interdisciplinary approach. The focus within knowledge organisation is finding and categorising the existing knowledge funds with the help of a database by transferring the information as precisely and directly as possible. Knowledge management is presented through the individual in charge so that it may fulfill its productive function.

3 Conclusion

Globalisation and the new economy cause great changes in intellectual capital effects. The main competitors of the new economy are multinational companies that affect the status of national economies. The change in the status causes disturbances in the nation-state model. The new economy includes a new management, new working relations and education. This is especially visible in higher education and the application of new technologies. In the context of globalisation and the role of management as a key factor of the knowledge-based economic growth, knowledge management integrates explicit knowledge (information management), followed by implicit knowledge (personnel management), restructured knowledge (innovation management) and non-material management (intellectual capital) (Vujić, 2004, p. 63).

The knowledge economy is the new reality. It changes the concept of value and marks the beginning of the end of conventional economies. Knowledge is imposed as the driving force of the new economy and has to be managed carefully as an intangible property and a new basic business resource. It is the only category that grows with its use.

In the conditions created by globalisation where the main feature is the growing level of mobility of information, capital, goods, services and individuals, each country has to track its level of development and follow new rules in the game of economy.

As for globalisation and education, there are two ongoing processes. The first one is the fast progress of information technology encouraged by the positive side effects of the globalisation phenomena, i.e. the growing accessibility of education and knowledge. The second one is globalisation as an instrumental variable of neoliberalism that strives towards the integration of the world economy by reducing the role of the state to a minimum (Jakšić, 2013). In the Croatian context, the acquisition of education and knowledge should be given full attention as the most important instruments which may help minimise the effects of globalisation. Enhancing the quality of knowledge and education must not be approached solely through the notion of their function in increasing our economy's competitiveness but through their role in achieving social justice as well.

Dr. Vladimir Rošić, Dr. Gordana Nikolić

Globalizacija - menedžment intelektualnega kapitala kot ključni dejavnik gospodarskega razvoja, ki temelji na znanju

Globalizacija v ekonomskem smislu je proces, s katerim se zmanjšujejo ali odpravljajo ovire v mednarodni gospodarski izmenjavi in se povečuje gospodarsko povezovanje med državami. Obstajajo številni in raznoliki vidiki globalizacije (gospodarski, socialni, izobraževalni, kulturni, politični, okoljski ...) in odražajo se na vseh področjih življenja in delovanja sodobnega človeka. V tem članku si bomo ogledali

njen vpliv na pomen in vlogo menedžmenta pri razvoju človeških virov kot ključnega dejavnika gospodarskega razvoja, ki temelji na znanju in njegovih pristojnostih. Znanje je temeljni vir razvoja v 21. stoletju, je ključnega pomena za vsako gospodarstvo, zlasti v tranzicijskih državah, kot je npr. Hrvaška. Ekonomika znanja in vloga menedžmenta pri razvoju znanja, inovativnosti, ustvarjalnosti in kariere sta nedvomno ključna dejavnika za gospodarski razvoj in uporabo te strategije pri razvoju človeškega potenciala. V ekonomiki znanja tudi menedžment potrebuje novo znanje, spretnosti, sposobnosti, večičine in organizacijo, v kateri je znanje najpomembnejši dejavnik razvoja. Osnovna značilnost ekonomije, zasnovane na znanju, je, da ga uporablja kot input in output.

V najrazvitejših gospodarstvih na svetu več kot polovica bruto domačega proizvoda temelji na znanju. Znanje je temeljni vir dolgoročne gospodarske rasti že od časov industrijske revolucije. Danes je generator rasti in razvoja ter vzpostavlja novo paradigmo na znanju temelječega gospodarstva ali nove ekonomije. Znanje je strateški vir, ki zahteva trajno in vseživljenjsko učenje, katerega razvojna strategija temelji na načelu prednostnega položaja znanosti v družbi. Znanje menedžmenta se v teoriji in praksi razume kot sinteza predmetnega, metodološkega, posledičnega, komunikacijskega in informacijskotehnološkega, kar je povezano z usposobljenostjo ljudi pri načrtovanju, oblikovanju, upravljanju in vseh drugih oblikah dela. Znanje zahteva sodelovanje, timsko delo, aktivno komunikacijo, kajti če se ne obnavlja, stagnira in zavira razvoj.

Upravljanje znanja je proces, ki zahteva pretvorbo osebnega znanja v korporativno, ki se lahko širi in ustrezno uporablja v podjetju. Znanje, spretnosti in kompetence menedžmenta so posledica, obveznost in dolžnost, ki zahteva vseživljenjsko učenje. Menedžerji na vseh ravneh morajo imeti določeno znanje in spretnosti, da lahko uspešno opravljajo svoje delo. Poslovna uspešnost menedžmenta, poudarja R. L. Katz, je bolj odvisna od njegovega znanja in spretnosti kot od njegovih sposobnosti. Upravljalci morajo imeti tri vrste znanja in spretnosti: (1) strokovno znanje in spretnosti, (2) znanje in spretnosti za ravnanje z ljudmi in (3) konceptualno znanje in spretnosti.

Razlogi za spremembo vloge in nalog menedžmenta pri upravljanju s človeškimi viri so navedeni v zahtevah po virih iz domačega okolja, potrebah podjetja in izpolnjevanju nalog v širšem globalnem načrtu delovanja. Upravljanje znanja, kariere, inovacij ... se pojavljajo kot ključne teme pri odločanju o človeških virih. Spremembe pri delu in dejavnosti menedžmenta človeških virov se izvajajo v skladu z ekonomskimi in socialnimi zavezami v procesu globalizacije in zaščite nacionalnih interesov kot stalni neprekinjeni proces. Z izrazom človeški kapital mislimo skupne umske in telesne sposobnosti, ki so na razpolago podjetjem in se lahko uporabljajo za doseganje njihovih poslovnih ciljev. Človeški kapital je vrednost, ki je vložena v ljudi s pomočjo izobraževanja za ustvarjanje novega znanja, spretnosti in delovnih veščin, človeški potencial pa so skupne duševne in telesne sposobnosti, ki so družbi na razpolago za doseganje njenih ciljev.

Večina sedanjih teoretičnih in aplikativnih raziskav intelektualnega kapitala je utemeljenih na mikroekonomski paradigmi, s poudarkom na merjenju intelektualnega

kapitala posamezne gospodarske družbe in njegove uporabe za povečanje učinkovitosti. Intelektualni kapital postaja najpomembnejši dejavnik pri oblikovanju svetovnega gospodarskega sistema, ki temelji na znanju. Zato nikakor ni naključje, da gospodarsko in znanstveno najrazvitejši del sveta vedno bolj govori o trajnostnem razvoju, upravljanju znanja in intelektualnem kapitalu. Vsi trije koncepti so postali temelj zamisli o razvoju v prihodnosti, v 21. stoletju, v katerem se bodo ljudje in družbe razlikovali po uporabi znanja v vsakdanjem življenju, tako da bosta obstajali samo dve vrsti ljudi, družb in podjetij: tista, kjer uporabljajo znanje in intelektualni kapital v svojih vsakodnevni dejavnostih, in tista, kjer tega ne uporabljajo. Prva bo imela veliko materialnega in nematerialnega bogastva, trajnostni razvoj bo v smeri izboljšanja blaginje ljudi in povečanja osebne vrednosti ter bo delovala globalno. V drugi, kjer ne uporabljajo znanja in intelektualnega kapitala v vsakdanjem poslovanju, bodo imeli negotovo usodo in nepredvidljiv razvoj, delovali pa bodo na lokalni in regionalni ravni.

Če nam bo uspelo Hrvaško in njeno gospodarstvo usmeriti v na znanju temelječi trajnostni razvoj v globalnem ekonomskem pogledu, bomo dosegli raven neprekinjenega kakovostnega samorazvoja. Znanje, menedžment in intelektualni kapital so bistvena triada učinkovitega razvoja.

Znanje je edina kategorija, ki s pravilno in sistematično paradigmo uporabe in porabe raste. To pot si teoretično lažje zamišljamo, kot jo lahko praktično izvedemo. V ekonomiji znanja je delež človeških virov z doktoratom znanosti ključnega pomena za ustvarjanje in razširjanje novega znanja. Odnos do znanja kot proizvodnega vložka in njegove proizvodnje, tj. investiranja, se odraža preko za razvoj in raziskave dodeljenih sredstev, ki pa so na Hrvaškem na zelo nizki ravni. Intelektualni kapital postaja globalni dejavnik, ki ustvarja svetovni gospodarski sistem, utemeljen na znanju.

Sodobna gospodarstva svojo rast utemeljujejo na znanju in proizvodnji znanja. Da bi se omogočilo neprekinjeno večanje količine znanja, in s tem človeškega kapitala, je potrebno nenehno vlaganje v razvoj človeških virov s formalnim izobraževanjem, usposabljanjem na delu itd. S povečanjem količine svojega znanja ljudje povečujejo svojo vrednost, s čimer lahko vplivajo tudi na gospodarsko rast in razvoj, vendar le tam, kjer obstajajo pogoji za to. Zato je neizogibno spremeniti gospodarsko strukturo s pomočjo znanja, ki pa ga je treba nenehno povečevati. V tem procesu ima zelo pomembno mesto sodobno izobraževanje na ekonomskih fakultetah, kjer se gospodarski problemi globalnega sveta in vloga intelektualnega kapitala poučujejo v seriji obveznih in izbirnih predmetov med študijem. Ni sporno, da imata izobraževanje in znanost številne ekonomske funkcije, ker izobraževanje prispeva h gospodarski rasti in razvoju.

Hrvaški izobraževalni sistem je odsev procesa globalizacije z vsemi pozitivnimi in negativnimi lastnostmi (Bolonjski proces). V bistvu je to močnejše povezovanje držav in narodov sveta bilo mogoče doseči z ogromnim zmanjšanjem stroškov za prevoz in komunikacije, kakor tudi z odstranitvijo ovir za pretok blaga, storitev, kapitala, znanja in ljudi čez mejo. Globalizacija je možnost delovanja na daljavo v istem trenutku, kar zmanjšuje občutek izoliranosti. Vpliva na delovno silo, kar pomeni, da se

zahteva vseživljenjsko učenje in stalno strokovno izpopolnjevanje ter dvig izobrazbene ravni. Globalizacija, informacijska tehnologija in na znanju temelječe gospodarstvo spreminja naše razumevanje izobraževanja. Vse bolj se uresničujejo načela in načini vseživljenjskega učenja.

Nobenega dvoma ni, da pojem globalizacije lahko razumemo in definiramo v ekonomskem smislu na različne, včasih nasprotujoče si načine. Globalizacija so gospodarske, politične, družbene in kulturne dejavnosti na mednarodnem nivoju. Pomembna in temeljna determinanta globalnega procesa je tehnološki razvoj, ki omogoča prostorsko in časovno »zmanjševanje« sveta. Odprtost na svetovni trg in sistematična vključitev v mednarodno ekonomijo znanja oblikujeta globalizacijo kot proces z vse manjšo možnostjo nacionalnih držav, da vplivajo na gospodarske procese. Odprt globalni trg zahteva visoko kakovost, učinkovitost, sodelovanje, povezanost, dogovorno ekonomijo in omogoča razvoj nacionalnih specifičnosti in afinitet podjetij, pa tudi kompetenc menedžmenta. Proces globalizacije se ne nanaša le na gospodarsko globalizacijo, ampak deluje na življenjske razmere ljudi nasploh. Nasprotovati ali se upirati globalizaciji bi bila enako napačna taktika za bogate in za revne narode.

Prihodnost naših podjetij je odvisna od možnosti ustvarjanja konkurenčne prednosti na Hrvaškem, kot delu globalnega trga, in na skupnem globalnem trgu. Naša podjetja, ki jih vodijo inovativni in ustvarjalni korporativni menedžerji znanja, lahko dosežejo rast in učinkovitost na svetovnem trgu z uporabo različnih modelov in orodij za sodelovanje od proizvodnje do tržišča.

Raziskovanje zakonitosti procesa globalizacije je kompleksna naloga, ki zahteva velike in kakovostne znanstvene napore številnih znanstvenikov po svetu. Majhen prispevek k temu je tudi to znanstveno posvetovanje o globalizaciji, ki je zaslužna za vse večjo povezanost in soodvisnost ljudi in držav po vsem svetu. Vendar globalizacija odpira tudi nova vprašanja: Zakaj je svet vedno bolj globaliziran in vse bolj razdeljen? Na to vprašanje je težko enostavno odgovoriti, ker sta globalizacija in upravljanje intelektualnega kapitala v vsakem okolju, v vsaki državi na različni stopnji razvoja. Globalizacija kot splošni koncept, proces, razvoj, strategija in metoda odnosa do intelektualnega kapitala se bo težko povsod enako razvijala in zgodovina ekonomske misli to najučinkoviteje pojasnjuje.

LITERATURE

1. Bahtijarević-Šiber, F. (1999). Management ljudskih potencijala. Zagreb: Golden marketing.
2. Bahtijarević-Šibet, F., Sikavica, P. and Pološki-Vokić, N. (2008). Suvremeni menadžment: Vještine, sustavi i izazovi. Zagreb: Školska knjiga.
3. Bošković, D. i Vukčević, M. (2005). Suvremena organizacija imenađment u globalizacijskim procesima. Pićan: Tiskara G. E. M.
4. Buble, M. (2006). Osnove menadžmenta. Zagreb: Sinergija.
5. Buble, M. (2006). Menadžment. Split: Ekonomski fakultet.
6. Buble, M. (2010). Menadžerske vještine. Zagreb: Sinergija.
7. Castells, M. (1996). The Rise of the Network Society. Oxford: Blackwell.
8. Certo, S. C. (1992). Modern Management. Pearson: Allyn and Bacon.

9. Collins, E. G. C. and Devanna, M. A. (2002). Izazovi menadžmenta u XXI stoljeću. Zagreb: Mate d.o.o.
10. Čavrak, V. (2013). Obrazovanje za dobro društvo. In: Čavrak, V. and Gelo, T. (eds.) (2013). Ekonomsko obrazovanje u Republici Hrvatskoj: jučer, danas, sutra. Zagreb: Ekonomski fakultet u Zagrebu.
11. Čavrak, V. and Gelo, T. (eds.) (2013). Ekonomsko obrazovanje u Republici Hrvatskoj: jučer, danas, sutra. Zagreb: Ekonomski fakultet u Zagrebu.
12. Dragičević, M. (2002). Znanje kao temeljni strateški resus 21. stoljeća. In: Sundać, D. (ed.) (2002). Znanje: temeljni ekonomski resurs. Rijeka: Ekonomski fakultet u Rijeci.
13. Drudker, P. (2005). Najvažnije o menadžmentu. Zagreb: M. E. P. Consult.
14. Družić, G. (2001). Kriza gospodarstva i ekonomska politika. Zagreb: Golden marketing.
15. Dujanić, M. (2007). Menadžment. Rijeka: Veleučilište u Rijeci.
16. Dujanić, M. (2007). Osnove menadžmenta. Rijeka: Veleučilište u Rijeci.
17. Hrvatić, N. (2007). Interkulturalna pedagogija: nove paradigme. Pedagoška istraživanja, No. 2, pp. 241-255.
18. Jakšić, Z. (2013). Obrazovanje ekonomista u uvjetima globalizacije. In: Čavrak, V. and Gelo, T. (eds.) (2013). Ekonomsko obrazovanje u Republici Hrvatskoj: jučer, danas, sutra. Zagreb: Ekonomski fakultet u Zagrebu.
19. Kramar Zupan, M. (2009). Menadžment i vođenje. Novo mesto: Fakultet za poslovne i upravne vede.
20. Lončar, J. (2005). Globalizacija: pojam, nastanak i trendovi razvitka. Geoadria, 10, No. 1, pp. 91-104.
21. Noe, R. A., Hollenbeck, J. R., Gerhart, B. and Wright, P. M. (2006). Menadžment ljudskih potencijala. Zagreb: Mate d.o.o.
22. Rijavec, M. (1995). Uspješan menadžer: Svakodnevne metode upravljanja. Zagreb: MEP Consult.
23. Rosić, V. (2008). Tehnike dokumentacije i prezentacije. Pula: Politehnika.
24. Staničić, M. (2000). Globalno gospodarstvo i globalizacija. Ekonomski pregled, 9-10, pp. 918-927.
25. Stiglitz, J. F. (2007). Globalizacija i dvojbe koje izaziva. Zagreb: Algoritam.
26. Sundać, D. (ur.) (2002). Znanje: temeljni ekonomski resurs. Rijeka: Ekonomski fakultet u Rijeci.
27. Sundać, D. i Rupnik, V. (2005). Dominacija kapitala: klopka čovječanstvu. Rijeka: I. B. C. C.
28. Vujić, V. (2004). Menadžment ljudskog kapitala. Rijeka: Fakultet za turistički i hotelski menadžment Sveučilišta u Rijeci.
29. Weihrich, H. i Koontz, H. (1994). Menadžment. Zagreb: Mate d.o.o.
30. Zekić, Z. (2000). Logistički menadžment. Rijeka: Glosa.
31. Zekić, Z. (2007). Menadžment: poduzetnička tehnologija. Rijeka: Ekonomski fakultet u Rijeci.
32. Zidarić, V. (1966). Europska dimenzija u obrazovanju: njezin nastanak, razvitak i aktualno stanje. Društvena istraživanja, No. 5, pp. 161-181.

Vladimir Rosić, PhD, Full professor at the Business School PAR in Rijeka.
E-mail: vladimir.rosic@ri.t-com.hr

Gordana Nikolić, PhD, Dean at the Business School PAR in Rijeka.
E-mail: gnkolic@par.hr